



Continuing Education Questionnaire

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Beyond Workbooks: Functional Treatment Strategies for TBI

1. Which of the following statements is NOT TRUE?

- A. The actual therapy task is not the most important part of the therapy session.
- B. Therapy activities should involve different stimulus modalities and levels of complexity.
- C. Studies have shown that computerized attentional tasks do not generalize to other settings.
- D. Workbooks and pen/paper tasks should be used as often as possible to maximize cognitive function.
- E. None of the above.

2. Rote practice and drills:

- A. Have been found to effectively increase functional memory.
- B. Have no benefit on functional memory skills.
- C. Increase both attentional and memory skills.
- D. Do not have an effect on attention but increase memory skills
- E. Benefit memory and attention only when used consistently.

3. Which of the following statements is TRUE?

- A. Rehabilitation programs among the TBI population should be primarily therapist driven.
- B. The patient and family should be the primary “drivers” of a rehab program, with guidance from the clinical team.
- C. The physician is the primary driver of a rehab program.
- D. The patient should be minimally involved in his/her rehab program and follow goals as established by the treatment team.
- E. None of the above.

4. Pre-teaching of a task serves what function?

- A. Assists the patient in understanding the relevance of a task to their rehab program.
- B. Prevents the patient from being distracted.



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- C. Pre-teaching does not serve any function or improve the likelihood of success on a task.
- D. Ensures the patient will have improved sustained and divided attention.
- E. Prevents the patient from performing poorly on task.

5. An example of “grading up” a task is which of the following?

- A. Increasing auditory distractions such as opening the therapy room door to the outside hall and turning on a radio during attentional tasks.
- B. Having the patient determine steps to have a leaky faucet repaired versus requesting him to locate a specific plumber in the Yellow Pages.
- C. Increase verbal cueing when patient loses his attention to task.
- D. Both A and B
- E. Both C and B

6. Attentional processes include:

- A. Sustained attention or “vigilance”
- B. Divided attention
- C. Dissected attention
- D. Both A and B
- E. Both A and C

7. An example of a prospective memory task is:

- A. Asking a patient to identify goals for discharge.
- B. Asking a patient to remember 3 words presented five minutes earlier.
- C. Having a patient set an alarm on his watch to self-cue for taking daily meds.
- D. Asking a patient what he ate for breakfast earlier in the morning.
- E. Requesting a patient to record entries in his memory notebook after an activity.

8. A strategy to increase self-awareness at any level is which of the following:

- A. Have family members tell the patient what they are doing wrong.
- B. Videotape the patient and review performance with them.
- C. Have current or former patients present “testimonials” in a group setting.
- D. Both A and B.
- E. Both B and C.



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9. An example of executive function skills includes which of the following:

- A. Being able to switch from one task to another.
- B. Planning an activity and anticipating any obstacles.
- C. Initiating a task on time.
- D. Self-monitoring performance on a task.
- E. All of the above.

10. Which of the following activities would be MOST helpful for a patient with impaired initiation?

- A. Participate in an established group conversation.
- B. Set alarm to get up on time for therapy and go to nursing station to request meds.
- C. Work on crossword puzzles.
- D. Complete computerized games such as Mount Everest or Titanic.
- E. Work on deductive reasoning grids.